

The Official Student Newspaper of The University of Alaska Southeast

WHALESONG

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Fulbright program offers exciting educational opportunities

BY ERIC CARVER
WHALESONG REPORTER

The opportunity to spend an evening with Yassar Arafat is a rare one. History/Geography professor, Pat Fitzgerald, was granted this opportunity on July 12, 1993 while attending a PLO meeting in North Africa.

Fitzgerald was one of a dozen academics from around the nation to attend the meeting. This opportunity to meet Arafat was provided by a federal scholarship/grant program known as the Fulbright Program. Fitzgerald was the first participant from the University to be awarded a Fulbright grant.

The program was initiated by Senator J.W. Fulbright of Arkansas. It is authorized by the Mutual Educational and Cultural Exchange (Fulbright/

Hays) Act of 1961. The purpose of the program is to provide scholarships/grants for the exchange of U.S. and foreign scholars, teachers and graduate students.

The Fulbright program offers different overseas programs of varying interests. The program Fitzgerald was involved in was the Seminars Abroad Program. His program focused on the marketing systems of the residents of Morocco and Tunisia.

The primary function of the Fulbright program is to help U.S. educators enhance their international understanding and increase their knowledge of the people and culture of another country through studies abroad. The participants are expected to share their broadened knowledge

and understanding of the host countries with students, colleagues, members of civil and professional organizations and the public in their respective home communities.

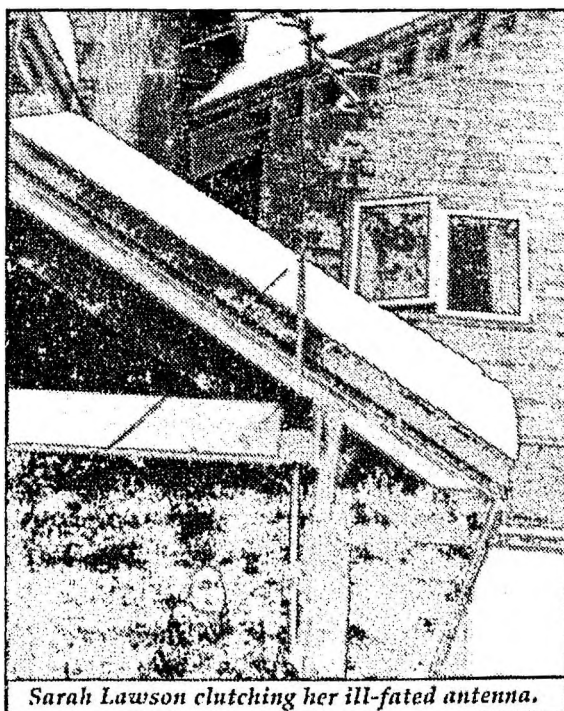
Fitzgerald is the University information source on the various programs offered by the Fulbright program. The application process can be tedious, according to Fitzgerald, but given another opportunity he would not hesitate to do it all again. "The only regret I have from my experience with the Fulbright Program, is that I did not do it earlier."



UAS history professor Pat Fitzgerald shaking hands with PLO leader Yassar Arafat.

Housing officials crack down on television antenna

By CHRIS KNIGHT
WHALESONG REPORTER



Sarah Lawson clutching her ill-fated antenna.

Sarah Lawson, a full-time student living in the F building of student housing, erected a 14 dollar television antenna purchased at Fred Meyer. The antenna enabled Lawson to pick up Juneau's two free television stations, KTOO and KJUD. This antennae sat on the approaching walkway lashed down in front of a porch atop a 25 foot halibut pole. Student Resources Director Bruce Gifford described the antenna as, "Big, much bigger than I had expected." Other students also com-

mented to Sarah on the size of the antenna.

The antenna was erected on Feb. 9th and the following day at 9:30 a.m., Sarah was visited by the housing manager,

Lynette Grammel, who ordered Lawson to take the antenna down or be charged for its disposal by physical plant. According to Grammel, "the antenna looks bad aesthetically, and sweeps are often done in the housing area to remove junk and clean off the porches."

Seeking a possible way to keep the antenna up, Sarah confronted Lynette's superior, Tish Griffin. Griffin agreed with Grammel in that the antenna looked bad aesthetically and said, "Sarah's signing of the student housing contract did not allow for any repairs or alterations to the housing facilities, as well, porches must be kept clear." Griffin further commented, "Overall the Board of Regents policy does not allow for alterations to housing complexes." However Lawson commented, "the antenna is only lashed on to a crossbeam and is free standing next to a

porch, there has been no alterations and aesthetically speaking I think the antenna looks good."

To gain support for her use of public television by allowing the antenna to stand, Lawson acquired 70 signatures in support of the standing antenna from individuals, who live in the direct area of the antenna. "Only two people would not sign my petition", said Lawson, "one was a C.A., who works for Lynette, and the other person does not believe in the use of T.V." Brandall Getz, one signee, wrote, "the antennae looked better than the stupid whale sculpture."

Upon receiving the signatures and student council's vote of support in favor of letting the antenna stand, Lawson met with Bruce Gifford and Tish Griffin, of Student Services. The conclusion from the meeting was that

the antenna had to come down by 5 p.m. on Friday, Feb. 18. A meeting has been scheduled for Friday, Feb. 25 at 4 p.m., in the housing lodge for Student Services to meet with students and Lawson to figure out some way that housing students can receive public television or inexpensive cable. Griffin commented, "There are other options rather than allowing 50 antennae to be placed on the roofs. I'm hoping that a solution to Lawson's problem can come out of the meeting, whether it is cable to all housing students, similar to the UAA campus, or a satellite dish on each housing complex. I am sure there is some common ground."

On the antenna coming down, Lawson stated, "At least I was able to catch two episodes of *Star Trek: The Next Generation* and an episode of *Saturday Night Live*."

Editorial

UAS should not turn its back on philosophy

By FRANK R. CLARK
WHALESONG EDITOR

I often scratch my head and wonder why the University of Alaska Southeast does not have a full-time instructor of philosophy. The Department of Education, Liberal Arts, and Sciences (ELAS) does offer a wide range of disciplines including economics, history, education, math, biology, anthropology, sociology, and so on; but no philosophy. Of course, there are a few philosophy courses taught at the university by adjunct, or part-

time faculty, but the real heart of the discipline is outright ignored by this university.

In the past, philosophy was perceived as an integral component to the standard college curriculum. As early as 20 years ago, philosophy was viewed as essential to a well-rounded liberal arts department. Today, however, in the age of specialization, philosophy has undergone a battery of criticism from the so-called academic elite. Viewed primarily as a "soft science" by skeptical representatives of the applied sciences (i.e. math, physics, and economics), philosophy has been relegated to a subservient role in many

academic environments. This role of subservience translates into less respect and fewer opportunities for philosophy majors to practice their trade in an academic environment such as UAS.

The University of Alaska Southeast should have a full-time instructor of philosophy. For a student with an interest in philosophy, this university has very little to offer. I, for instance, am a senior at UAS currently enrolled in the BLA program with an emphasis in anthropology and history. I also have a great interest in philosophy, but the limited number of courses offered at UAS has not satisfied my

curiosity. For example, I have taken a total of five courses in philosophy at UAS. Four of the courses — all upper-division — were taught by lawyers. The other two — a directed study and a logic class — were taught by a professor of anthropology.

The university's lack of commitment to a sound philosophical education can be demonstrated clearly with the example provided above. I find it disheartening that the university is able to offer an upper-division class in philosophy without a full-time philosophy teacher to instruct it. Why doesn't the university offer an upper-

division class in biology, or mathematics taught by a professor of sociology? Would such a class be acceptable to the university? Would it be good for the student?

The answer to the above questions would obviously be no. A good education cannot be achieved without a solid, full-time instructor who is willing to devote his/her time to teaching philosophy and keeping abreast on current philosophical issues. However talented a lawyer, or anthropology professor may be, their job as an instructor of philosophy will always play a secondary role to their main commitments.

A fireside chat with president Chris Delez



PHOTO BY ADAM WEINBERG

The following article is a speech delivered by Christopher Delez, President of USUAS, at the Student/Legislator Forum on Sunday, February 20, 1994.

Good afternoon.

Thank you very much for coming here today. I truly hope that when you leave you will not regret having attended.

Before we begin this Forum, I want to tell you about an experience I had while planning this conference.

A week ago Thursday evening, I went to visit a friend of mine for the purpose of asking him a favor. I went to ask him if he would conduct one of the workshops we made available yesterday for our student visitors.

My friend is a Professor of Psychology here at UAS, and on Thursday evenings, he teaches an Intro. class that meets on the bottom floor of the Hendrickson Building on the Auke Lake campus. The room in which his class meets is known as the Hendrickson Theater, but it is not really a theater—it's simply a classroom that seats 40, maybe 50, people and has at one end of

the room somewhat of a stage that measures 30 by 20 feet. The stage really isn't very big.

Anyway, while I was standing there in this room speaking with my friend, a number of people carrying brown and black and even purple cases began to trickle one by one through the door. At first, I just thought, "Oh, there must be a class—probably a music class—about to begin in here. I better hurry up and ask my friend for that favor before we both have to leave."

Well, as I soon found out, it was hardly just a class. It was, in fact, a group, no, actually, what is better described as a team, of some 45 individuals who came to that small room, on that small stage, for the purpose of creating something, which I consider to be, truly beautiful, something capable of touching the life, if only for a few moments, of any observer.

Before me, on that small stage, a symphony assembled. I couldn't believe it. "Why were they about to practice here," I wondered.

Well, being very much a fan of the type of music I felt they were about to play, I didn't wonder for very long. I quickly finished my conversation with my friend—who, by the way, consented to my request—and I then found a seat because the way I saw it, unless the conductor was literally prepared to pick me up and kick me out of the room, I was going to stay and

watch and, quite intently, listen.

I knew that this symphony had something good for whomever was interested, and I was right—the piece they preceded to play was Mozart's *Symphonie Concertante*.

While I sat and watched and listened so intently, it suddenly occurred to me that what I was observing was what I would call a perfect metaphor, a metaphor-in-action.

With its members all crowded together like that on that small stage, reproducing some of the most beautiful sounds the world has ever known, that symphony made me think of only one thing—the University of Alaska.

You see, although the campuses of the University of Alaska are spread out throughout the state, they, too, have been crowded together on a small stage confined by walls far too close.

Like that symphony, the University of Alaska is capable of touching, in a very positive way, the life of anyone exposed to it.

Like that symphony, the University of Alaska, if it is conducted correctly, is ready to push down the walls that confine it and build additions to its stage.

Like that symphony, the University of Alaska is something our society needs.

The University of Alaska is something that can help Alaskans lead Alaska into the future because it is capable of making a positive difference in

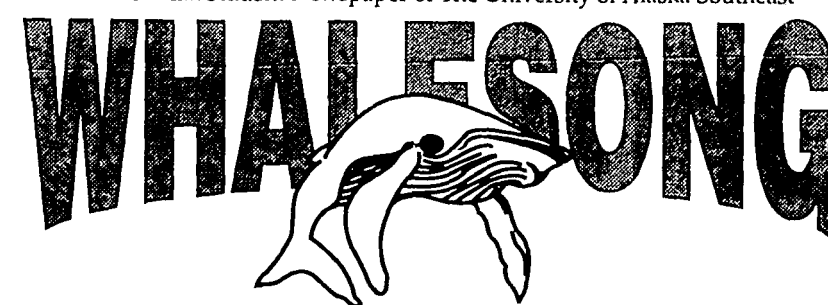
every Alaskan's future.

It does matter if you are a 19 year old freshman, a 34-year-old single mother, a 42-year-old unemployed father, a tenured professor, or a state legislator.

The University of Alaska

can help you. It is not a financial burden. It is a resource that can help you deal with the social and economic challenges that face this state... if you allow it to help you, if you utilize what it has to offer you. Thank you.

The Official Student Newspaper of The University of Alaska Southeast



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Advisor: Suzanne Downing



Opinion

Scott's Thoughts: Testing is not the answer

By SCOTT TRIBLE
OPINION COLUMNIST

Has taking tests brought you down? Evaluations consume a large portion of time for both students and educators. Now that the semester is underway, most of UAS's students have probably taken a battery of tests. A great deal of literature has been generated in the educational society questioning the validity of our current evaluation practices. In 1956 educational philosopher Benjamin Bloom and his associates created a taxonomy of thinking abilities (cognitive skills) based on the varied hierarchical "levels" of mental activities involved in learning. In 1964 Bloom and his associates Krathwohl and Masia developed a similar taxonomy for the affective (emotional) activities characteristically associated with thinking. In 1972 Education Professor Simpson developed a taxonomy for the remaining cognitive activities; i.e. the psychomotor abilities. These

three systems of taxonomy have generated much debate and stimulated considerable research. Since the 1950's and 1960's there has been adequate time for a maturing educational community to digest the meaning of these conceptual tools and to integrate them into the curriculum.

Bloom's taxonomy divides the thinking skills of individuals into six abilities. The "lowest" of these abilities is appropriately called knowledge, which includes the capacity to define, describe and identify. The next two levels are comprehension and application. These two closely related taxons can be identified by the familiar verbs: explain, interpret, operate, demonstrate and construct. The cognitive abilities considered to lie at the highest level are analysis, synthesis and evaluation. These abilities can be identified in terms of thoughts and behaviors describing a prediction, deduction, creation, composition, appraisal, debate, and criticism.

Most educators agree that this taxonomy is a generally

adequate description of thinking, that can be applied to the student evaluation process (testing and grading). However, an overwhelming majority of test questions evaluate only those thinking abilities most closely identified with low levels of the cognitive taxonomy. In addition, most assigned papers also lie within the lower levels of thinking ability, as they are primarily composed from sources of information that are themselves summarized or rewritten interpretation. Test answers on paper may be limited to these low cognitive level abilities; but the nature of higher level thinking requires movement into the realm of creation and away from simple recitation.

Placing such an overwhelming emphasis on the thoughts of others, creates an unnatural situation for the student: the student's patterns of thought are lowered from the normal perceptive, inquisitive and reasoning activities vital to human survival: understanding and development. Instead, the student's thoughts are

limited into recalling or restating pre-processed information. Test questions rarely ask students what they think, or require them to explain why. Instead they ask a student to recite lines dictated by the text or instructor. Yale educated author Lewis Lapham recalls,

"I remember... an English professor who had marked one of my papers with an F because I had proposed an unauthorized view on a seventeenth-century divine. In the margin of the paper the professor had written: 'I don't care what you think, I'm only interested in knowing that you know what I think.'"

There is little evidence to support the view that this type of activity promotes actual learning. Instead a tested student can only be sure that someone else will make value judgments about his/her ability to recall programmed information. Is it any surprise that this situation causes students stress and dissatisfaction with the manner in which they are or are not evaluated? Not only does the current

evaluation process cause the student stress and malcontent, but it conditions the individual to place her/his own thoughts subordinate to the thoughts of others. A student is rewarded for accepting the judgments of others as accurate knowledge, and places those judgments in a position superior to those the student may have constructed. This imposition of conditional self-esteem on millions of intelligent youth and adults has done little to improve our world.

No examination question has ever changed the course of history. Even fewer test questions have inspired new directions of thought. Blindly following the thoughts and words dictated by others has lead us to such societal advancements as genocide, nuclear warfare, environmental prostitution, information distortion, corporate oppression, and political corruption.

We live in a time of rapid change. Advancement in communication and information processing technologies

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The Jilted Lover's Horoscope

By JOHN MCILWAIN
FREELANCE MYSTIC, PALM READER

In honor of St. Valentine's Day, otherwise known as "National Gouge Men for a Dozen Roses day," we present the post-love-in horoscope. Essentially now that Valentine's Day is over, whomever you were with will leave you! This horoscope is to help you manage the bitter days ahead. Now that you've surrendered your rent money on a dozen roses, candy, dinner, and a motel room, you are no longer fiscally solvent enough to attract anyone. So pull up a bottle of Prozac and mourn for your departed ex, the lying slug or slut whatever the case may be.

This is for entertainment purposes only—please, no wagering! For the humor impaired or constantly offended, may I suggest that you move on.

♊ Pisces (Feb. 20 - Mar. 20) - Pisces, you are a water sign; so may we suggest drowning your



PHOTO BY BOB DE PISA

sorrows in two bottles of the finest scotch whiskey that money can buy? If you can, you should try to forget the pain, bitterness, and isolation that the rest of your life will embody, now that she's gone. All meaning has left your existence. Have you considered joining a monastery? Maybe a few rounds of electro-

shock therapy? Nothing will help; your life is over.

♈ Aries (Mar. 21 - Apr. 20) - So, that bastard left you... May we suggest that you tell the world about his "short comings," if you will. The hours you waited for him to call while he was out with his drinking buddies should be paid for. Might we suggest stealing his car and selling it for parts to a wrecking yard? Nothing meant more to that cheating maggot than his Trans-Am. Let that dirtbag know what loss is really like. It won't make your pain disappear, but it will still be very satisfying.

♉ Taurus (Apr. 21 - May 21) - Taurus, all we can do is offer our sincerest regrets as to your misfortune. As it stands, you have been treated most poorly. First, she leaves you for having too low a self-esteem. What did she think that this was going to help? Second, she dumps you at a bar, then makes you pay for

the drinks. Third, she becomes a lesbian and starts dating your sister. Taurus, dear friend, find a nice padded room and relax somewhere. It is going to take a whole battery of psychoanalysts to help you get by this one.

♊ Gemini (May 22 - June 21) - We predict love in your future Gemini! A love for assault rifles and revenge! He stood you up at the altar; therefore, he must pay! Show him that John Wayne Bobbit got off easy! Stalk him at work, stalk him at play, camp in his lawn. Never let him forget the pain he has caused you. A potato in the tail pipe will go a long way towards payback. Shop for that AK-47 quickly, before the Brady Bill goes into effect and they start those pesky psychological background checks!

♊ Cancer (June 22 - July 23) - Hey Cancer, things are looking up! The Clinton health-care package is going to contain free psychiatric care.

The new counselor for the area is Ice Cube. Ice will help you through those moments of despair and anger that a soured relationship tends to bring on. Spend as much time as you can in hardware stores and at cowboy bars. The blues and country music will now mean something to you. Change your name to "Angst Ridden Loner." It will seem appropriate. Now you know why "Can we still be friends?" are the ugliest five words in the English language.

♊ Leo (July 24 - Aug. 23) - Leo, we feel that you should consider comparing the long-distance-rates of different phone companies. All those obsessive calls to your ex must be adding up. Sure, 30 or 40 calls a day are reasonable, but anything over 60 gets downright costly! All your ex needs to know is that you still love her! Tell her that

CONTINUED ON PAGE 6.....

News

Russell hired as new biology professor at UAS



PHOTO BY AMY POSTER

By MARK DURAN
WHALESONG REPORTER

Change is coming to the UAS biology department, and one of those changes is already here. Dr. Dennis J. Russell has found a home at UAS. With his expertise, along with a host of other planned improvements, the Biology department

is on the fast track to becoming a sought-after science education program. Dr. Russell came to UAS from the a teaching post in the Seattle area. He was looking for a new location, so he answered an ad in the "Chronicle of Higher Education." Of five possible teaching positions, he liked the idea of relocating to Alaska.

Russell is originally from Portland, where he graduated from Portland State University with a B.A. in biology and German. He went directly to the University of Washington, and earned a masters degree in marine science. His graduate work involved extensive studies on the symbiotic relationships of copepods and diatoms. In fact, he discovered and named a new genus and species (*Sameioneis carinae*).

It was April of 1969, and Dr. Russell was drafted in the Army. He trained at Fort Lewis, south of Seattle. Later, he transferred to Edgewood, Md. Edgewood is a proving grounds for the military's latest weapons. While there, he researched biological and chemical warfare. He described these as the best two years of his life. "I just went to work then went home," said Russell.

After the military, he went to the University of Hawaii with help from the G.I. Bill, a fellowship grant and his work as a teaching assistant. From 1971 to 1981 he studied under Maxwell S. Doty, who Russell said is considered the father of

marine agronomy (growing marine plants). While in Hawaii, he researched the role of alien (introduced) marine species in marine ecology.

In 1976 he became part of the Sea Turtle Recovery Team, which is part of the National Marine Fisheries Service located in Hawaii. From this, Russell helped write two papers with Dr. George Balazs, who is a NMFS sea turtle expert. He was mainly interested in the eating habits of the turtles, and found Green turtles eat mainly sea weeds. While in Hawaii he gained a love for SCUBA diving and underwater photography, which he continues today.

After Hawaii, Russell taught and conducted research in Washington. Now he is here at UAS, and is excited about this university. "I like the professional way the University deals with the students," said Russell. He would like to eventually write a book about Alaska biology, or help co-author one. He has many ideas to expand the Biology Department. Even if they aren't all implemented, he still wants to see expansion. One idea is to

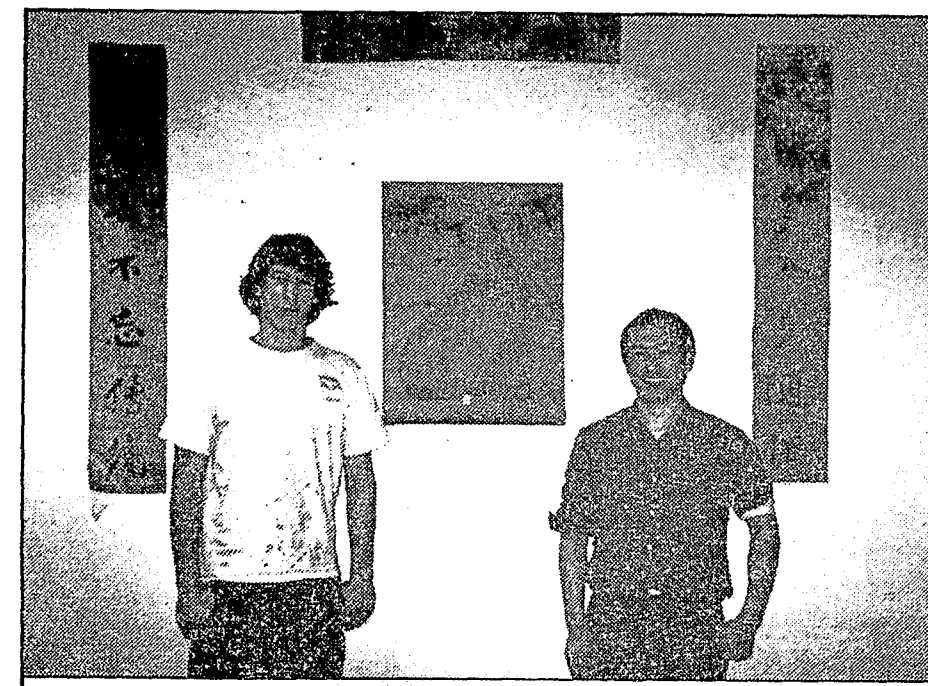
organize a study tour to Maui, or even to start a student-driven biology club. His initial impression of UAS is based on "the beautiful campus, the nice buildings/facilities, and the research that's going on." Dr. Russell said he "likes the room for freedom and individuality" that this school seems to promote.

In 1995 Russell is planning a trip to Beijing China for the Pacific Science Conference, while there he wants to generate a unity between UAS and other international universities. He is very interested in UAS's sister city in China (Taipei) and hopes of more involvement from overseas. At this point he is studying the language, and culture of China to better his relations with other members of the conference, and the city of Taipei.

Clinton Gundelfinger is one of Dr. Russell's students, and when asked what his impression of Dr. Russell was Clint replied, "He's very creative in thought! He takes a different approach to the subject matter than other teachers; Dr. Russell holds your attention."

News

UAS student defects on full stomach



Justin Udovich and Shijie Zhou standing in front of the Chinese writings.

PHOTO BY TONICK FALK

By D.T. CASSANDER
WHALESONG REPORTER

During the recent Chinese New Year Celebration at the UAS Student Housing Lodge, a UAS student, Justin Udovich, shocked the Student Activity Staff by defecting to the Peoples Republic of China for culinary reasons.

The gourmet Chinese New Year Feast, celebrating the incoming Year of the Dog, was a tremendous success as Shijie

Zhou, family, and friends, cooked and served authentic Chinese cuisine in abundance.

The event climaxed in Justin Udovich's dramatic announcement that since he has been starving as a UAS student, he is forced by the lack of UAS cafeteria facilities to defect to China for personal nourishment reasons. When reached for comment Justin explained, "I have no alternative but to become Chinese in that UAS has failed to provide me with

nutritious food from either column A or column B, no pot stickers, egg rolls, fortune cookies...nothing! Besides since there are more Chinese women on the planet than any other type of human being, I am reasonably assured of finding a date."

The UAS Housing staff sees Udovich's defection at the beginning of the Year of the Dog as a startling new trend by starving UAS students seeking nutritional asylum wherever they can. An anonymous Housing source reports that it is finally dawning upon the UAS Administration that students do indeed need to eat to stay alive.

In related developments, when reached for comment a UAS Chinese student said they were overjoyed that Udovich was becoming Chinese. Another Chinese student, who did not wish to be identified said, "Justin keeps cooking the sushi that we give him and walks funny; they are welcome to him. There will always be tofu frying on the stove available for any starving UAS student in need."



Shijie Zhou, family, and friends following the Chinese banquet.

PHOTO BY TONICK FALK

UAS Bookstore

Paint Sale

-Liquitex and Grumbacher Oils and Acrylics.

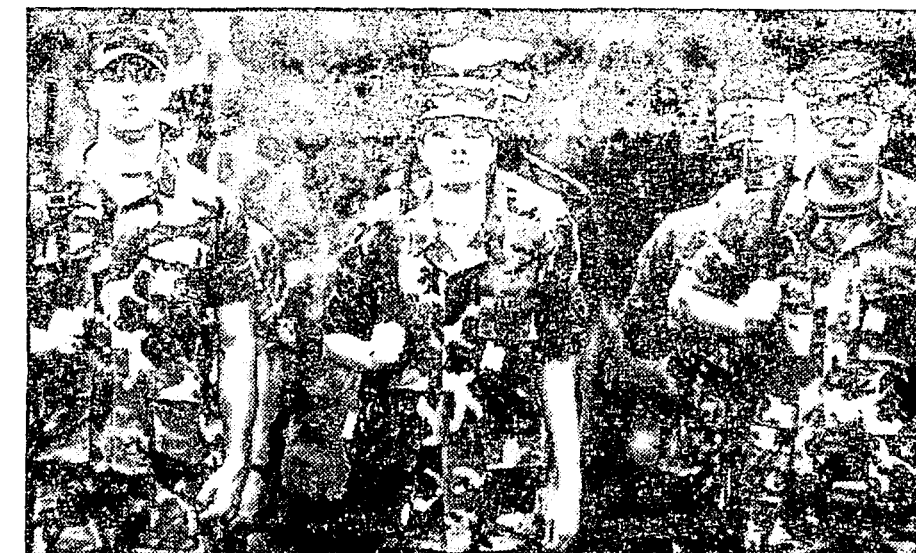
-Winsor Newton 14 ml water color and Painting Mediums
50% off!

-Selected shorts and one of a kind sweat shirts

25% off!

all sales are final

Sale ends March 11!



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A: **100%**

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Service Learning is here to stay

ERIK NEILSON
WHALESONG REPORTER & ADVERTISING MANAGER

A Political Science major working at the capital, an Education major working in the schools, and a Sociology major working with AIDS victims. Welcome to the reality of Service Learning.

Service Learning is a program that is putting students in a position to get hands on experience in their desired career fields. Close interaction between UAS's Service Learning Center and Juneau agencies make for a professional, well organized operation.

Joan Ennis is the UAServe Service Learning Coordinator. She proposed the UAServe idea to the Chancellor after researching it for most of 1993. Since the programs' acceptance, Ennis has been working with Campus Compact, a service learning organization, that has over 400 other schools among its members.

Ennis, who was a nominee for the Campus Compact's Howard R. Swearer Student Humanitarian Award, attributes much of UAServe's success to correspondence with Western Washington and their service learning director. Engaging in brainstorming, idea sharing and on campus visits have been "really helpful", she said.

"WHETHER STUDENTS LIKE IT OR NOT, UASERVE IS COMING TO UAS FULL SPEED."

The benefits from this program are many and enough for everyone involved. Students are able to take what they learn in the classroom and use it in the real world. The community gains invaluable volunteers that they otherwise wouldn't get. Lastly, UAS is enhancing the quality of education it provides while increasing its standings in the community.

According to Ennis, most students are "concerned about not having experience in their career field." She feels that UAServe can help all students in this area because the program is "flexible and versatile".

Most of the students that are skeptical about service learning feel that they have legitimate complaints. These complaints are usually based on the

amount of time involved in the service learning program. However, Ennis feels that these students usually change their

Whether students like it or not, UAServe is coming to UAS full speed. There were over 100 student participants during first semester and a significant increase this semester.

UAServe is expected to be fully operational by the Fall of 1994.

For more information or just a smiling face, stop by the Student Activities Office or call us at 465-6528!

Feb./Mar. 94

Student Activities Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Open Gym Auke Bay School 6-8 p.m. 20	 21	 22	Open Gym Auke Bay School 6-8 p.m. 23	 24	"TV or cable access for apartments," 4 p.m. Housing Lodge. Open forum for student housing. 25	Open Gym Auke Bay School 6-8 p.m. International Potluck 6 p.m. Mourant Cafe 26
Gold Medal Tournament Week FREE Bowling Channel Bowl 9-11 p.m. Don't forget to bring student I.D. Open Gym Auke Bay School 6-8 p.m. 27	Gold Medal Tournament Week 28	Gold Medal Tournament Week March 1	Gold Medal Tournament Week Open Gym Auke Bay School 6-8 p.m. 2	Gold Medal Tournament Week 3	Gold Medal Tournament Week "Tounee of Animation" 7 & 9:30 p.m.. \$6, HB 113 Sponsored by JAHC and UAS 4	Gold Medal Tournament Week Open Gym Auke Bay School 6-8 p.m. 5
Open Gym Auke Bay School 6-8 p.m. 6	 7	Special concert featuring Seattle artist "Point No Point" 7:30 p.m., Chapel by the Lake, \$4 8	Open Gym Auke Bay School 6-8 p.m. 9	 10	Annual Alumni Banquet and Auction 7 p.m. Baranof, Treadwell room \$20 Advance 11	Open Gym Auke Bay School 6-8 p.m. Spring Break Starts! 12

Entertainment

Horoscope continued from page 3

codependency doesn't have to be a bad thing. Look at the couple in *Wuthering Heights*; their relationship worked, didn't it? Who knows, maybe all your whining and pleading will get her to lift that restraining order!

Virgo (Aug. 24 - Sept. 23) - Ah Virgo, the sign of the virgin! Please! That cheating bastard was to virginity, as Twinkies are to nutrition. If there is a higher force to the universe, it would be only fair that he is suddenly stricken with impotence. Good news, we see him coming down with a massive infestation of crabs! We feel that it is vital for you to tell every woman you meet about what a sleaze that ex of yours is. If possible set up a toll-free information line to help others avoid that cheating S.O.B.'s grasp. Why not try dating again? Not many people know that the words "I have a lot to give" really mean "I am a black hole of emotional need, who will suck the very life from you."

Libra (Sept. 24 - Oct. 23) - It all started when you found that note the day after Valentine's Day. It was nailed to your forehead. It said, "Baby, by the time you read this, you'll have lock-jaw and I'll be gone." The only thing left to do with your life is to become a blues singer and to die a romantic death of liver failure in an alleyway somewhere. Consider your mate's departure a sort of vocational training. Good luck with your new career.

Scorpio (Oct. 24 - Nov. 22) - Don't even bother going in to work today, you deserve a day off after your lover dumped you yesterday. You must have been humiliated when your ex threw dinner into your lap in front of all your co-workers and said, "I wouldn't sleep with you again, if you were the last person on earth!" Go to the local mini-market, and buy a truck-load of Bon Bons and some cheap wine for later. Stay home and watch nothing but cheesy talk shows. Seeing

people with problems worse than yours should be a real self-esteem booster. Hey, you may be alone, but those people are losers!

Sagittarius (Nov. 23 - Dec. 21) - The hell with getting on with your life, Sagittarius! We foresee you turning your rage into a series of self-help books for the other bitter, lonely, losers out there. Might we suggest that you call the series *You're Goddamned Right I'm Bitter and I've Got a Goddamned Good Reason for It?* Turn that burning hatred for your ex into a fortune! May we also suggest that you market it through the offices of divorce attorneys everywhere? "Well-adjusted" is just another way of admitting defeat; rage on! Bitterness will get you by.

Capricorn (Dec. 22 - Jan. 20) - Capricorn, we see you buying a Walkman today to drown out the angry, screaming voices in your head. The only music

that will do this is *Nine Inch Nails*. We honestly don't foresee you getting over your ex-girlfriend's departure, so keep the following in mind while you're stewing in self-pity. When she said, "I love you," she really meant, "until I find someone better." [I had a better joke, but this is a family paper. If you're curious, ask me.] The important thing to remember is that she treated you like a baby treats a diaper. We understand your pain. After all, you just wanted to be held and all she wanted was to be bound and gagged. Sit for hours staring at the black velvet painting of her that you made for Valentine's day. Cry a little, drink a little, scream a lot! We feel for you!

Aquarius (Jan. 21 - Feb. 19) - So what if she dumped you last night? It's nothing that a fifth of McNaughton's and a dozen roses won't take care of. Just go by her house and serenade her with "Misty" with your pants wrapped around your ankles. The words "but I love

you..." usually work wonders at this point. You may hear "Just go away!" However, you can be sure she doesn't really mean it. It's not your fault that you mentioned a former love after an intimate moment, when you were all liquored up. Hey, can't she take a joke? [We miss you, Chip!]

First, I have to tell you that there is nothing funny about stalkings and domestic violence. Please don't act on any of this! I shouldn't have to write a disclaimer like this, but this is a scary world. Second, writing this was a very cathartic experience for me; writing horoscopes is a lot cheaper than paying a shrink to listen to me. I think that I'll use all the money that I saved on therapy to get me one of those Russian mail-order brides!

though Lewis's performance is remarkable.

Tressa: Well, Pete, I think the academy will pick Lawrence Fishburne, but the planets must be lining up today because I agree that Tom Hanks should get Best Actor. Tom has been over looked too many times.

Peter: For best actress, who I think deserves the award is Holly Hunter for her performance in "The Piano," and I also believe the academy will pick her as well because of her ability to say so much without saying anything at all.

Tressa: I believe Angela Bassett deserves Best Actress for her stunning performance as Tina Turner in "What's Love Got to do With

It." Unfortunately the academy will probably pick Emma Thompson because she's popular with the public; politics—politics!!

Peter: For best supporting actor I believe the academy will pick either Ralph Fiennes for his fine performance in "Schindler's List" or Tommy Lee Jones for his cynical but serious role as the marshal in "The Fugitive." I personally would like to see Jones win because he made "The Fugitive" flow together so well. He made that movie what it is.

Tressa: The academy might pick Fiennes, but let's get real, Peter. It will never give it to Jones. He is being nominated for supporting actor. How could he make the movie? I feel the academy will choose Malkovich for "In the Line of Fire." His psychotic performances are exceeded only by

CONTINUED ON PAGE 8.....

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Congratulations to the Dating Game winners!! May love be on the horizon.....Thanks for participating!! ---Student Activities.

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By TRESSA MATTEO AND PETE PETERSEN
WHALESONG FILM CRITICS

Tressa: The man in gold is back to hand out the awards to all that glitters.

Peter: Yes, he's back to award the best movies and performances of the year. Yea right!

Tressa: We will run down for you who really deserves the man in gold because we all know how corrupt the academy is!

Peter: And we will also tell you who we believe the academy will pick. Diving right in—for best picture, I believe the academy will pick "Schindler's List" because Hollywood loves to pick the films with epic proportion like "Ben Hur" and the "Last Emperor." But if I were on the academy, I would pick "In the Name of the Father" just because it was a better all-

around movie with outstanding performances by Daniel Day-Lewis and Emma Thompson.

Tressa: Yes, the academy has a flair for choosing the flick that drags, but I believe they will choose "Schindler's List," and for once I agree with them. Spielberg was bold enough to show us a different side of the third Reich, the point that many people did not agree with the powers that be.

Peter: "Schindler's List" is a good movie, but it's not great, deserving the award for best picture. I feel Spielberg was trying too hard with this movie. I have the feeling that he made this movie just so he could get an award. For best actor I

believe the academy will pick Daniel Day Lewis because of his powerful performance in "In the Name of the Father."



OSCAR PREDICTIONS FOR 1994

However, Tom Hanks' performance in "Philadelphia" was even better. He deserves the Oscar for best actor, even

Scott's Thoughts continued from page 3.....

have revolutionized nearly every aspect of wealthy societies. One only needs to awaken periodically in the Western world to become a victim of a glut of information. In historical times, information was sparse. Not only were there fewer people, but even fewer aristocratic intellectuals who had the choice to pursue knowledge and exercise their thinking abilities.

The studies of the world could be gathered into the learned bodies of a few intellectual groups distributed disproportionately across the Earth. These intellectual societies had little communication across spatial and cultural boundaries and no accessible method to transfer information other than person-to-person. Because of this isolation most thinkers studied a multitude of "subjects" in an attempt to enhance their understanding of the real world. These early thinkers and their teachings stood as the body of human knowledge in their time.

In our time, the information age, individuals are allowed

access to more information than any single group could memorize or analyze in many lifetimes.

Still the educational system consists of a structure of individual instructors who are extremely specialized. Throughout the educational process, the advanced-degree-holding individuals participate in learning activities that focus and constrain their thinking to one of a few highly specific topics. These professional educators are then responsible for educating future degree-seeking individuals. The elementary, secondary, and university instructors become primarily responsible for filtering information available in their subject area and constructing "objectives" and "tasks" for students that can be easily evaluated. These easily evaluated learning objectives rarely involve thinking abilities beyond simple memorization, and application.

In the earlier educational tradition, philosopher/teachers acted in a manner to expand the thinking abilities of their

students. The modern educator usually acts in a manner best described as constricting the thinking of their students and channeling it into those limited area's deemed important by that institutes' administration or the political body which divides the subject-oriented curriculum objectives. These current curriculum constrictions on thinking and learning are in clear contrast to the underlying traditional goals of education. The modern perversion of the original goals of education was not created through dishonorable intent or corrupt intentions, instead it came about as a result of a lack of adaptation.

Thinking can not take place in an atmosphere emphasizing the abilities to simply retrieve memorized information (we do utilize error-free data-bases). Even educators must understand that the perspectives of our time will be little more than humorous to future students. Vast frontiers of understanding await, untouched by the imagination of our partially utilized brains.

I hope that by now you are wondering what this has to do with your next exam. Well, I must admit: nothing. But I am

fairly sure that nothing is exactly how much your exam has to do with learning and your ability to think.

Critics' Corner continued from page 6...

Nicholson.

Peter: Whoa, Tressa! Let's put on the E-break and back up a minute. Malkovich was good in that movie, but his performance was nothing compared to Jones' or Fiennes'. Heck, anyone can play a psycho, some stupid deranged killer.

Tressa: Poor Peter, you've obviously seen one too many "Friday the 13th's." Are you going to put Malkovich's performance in with the likes of Jason?! Yes, psycho killers are a dime a dozen, but one that can still show you the side that is productive in society, yet mercifully kills, is a great actor.

Peter: Yes, Tressa, that's wonderful mercy from you. Malkovich is a good actor, but he's no Anthony Hopkins, as in "Silence of the Lambs." Malkovich is interesting, but

Hopkins—now there is a great psycho! That's why he won the award and Malkovich won't. Let's move on to best supporting actress. I believe Hollywood will pick Winona Ryder in the "Age of Innocence," but I think Emma Thompson should win for her role as the lawyer in "In the Name of the Father."

Tressa: Winona Ryder is going to steal this one. We have seen her move up the ranks from the brat pack, and now she is proving herself in the big leagues. Hollywood is not blind to her performances or her popularity.

Peter: And finally for director I think we all know who is going to win this one, Spielberg is practically a shoe in, even though I believe Jim Sheridan should get it for "In the Name of the Father."

Tressa: Pete, I think you would do a good job on the academy, always giving it away to someone who doesn't deserve it. We all know Spielberg is going to walk out with a bag full of Oscars under his arm this year. Just face it.

Peter: Oh I'm sure he'll need a forklift, all right, but they will be for all of the minor categories like art direction, cinematography, and film editing—all the technical Oscars as in from "Jurassic Park." But I don't agree that "Schindler's List" should win most of the major nominations. Although I do agree with you that Spielberg will probably get best director because he has been passed over so many times. So there they are. May the best win, if that's possible with the Academy.

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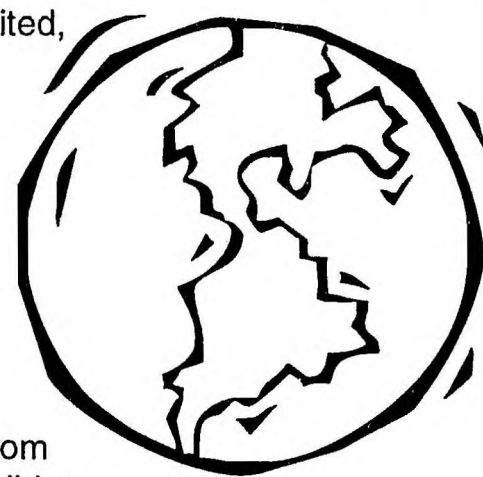
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